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Alpes-Maritimes



French Trial of GBG Program

An educational intervention for youth with long term prevention effects

2015-2017



Supported by

MILDECA

Santé Publique France

ARS PACA

Towns of Valbonne, Vallauris and City of Nice

FOXCROFT DR, TSERTSVADZE A.

Universal school-based prevention program for alcohol misuse in young people.

Cochrane Database of Systematic Reviews, 2011, 5,
Art n°: CD009113

➤ **Generic prevention programs are more efficient than alcohol-specific prevention programs**

➤ **Three highlighted programs**

Life Skills Training (USA)

Unplugged (EUROPE)

GBG (USA and EUROPE)

GBG : an Evidence – Based Program (1)

Baltimore – first grade school in 1985

Selected Outcomes at Young Adulthood Age 19 - 21	GBG	Standard Program	Risk Reduction
Alcohol Abuse / Dependence Disorder (Kellam & al, 2008) Males and Females	13%	20%	35%
Use of School-Based Services for Alcohol, Drugs or Mental Health (Poduska, 2008) Males highly aggressive and disruptive in first grade	17%	33%	48%
Drug Abuse/Dependence Disorder (Kellam & al, 2008) Males Males highly aggressive and disruptive in first grade	19%	38%	50%
	29%	83%	65%
Regular Smocking (Kellam & al, 2008) Males Males highly aggressive and disruptive in first grade	7%	17%	59%
	0%	25%	100%

GBG : an Evidence – Based Program (2)

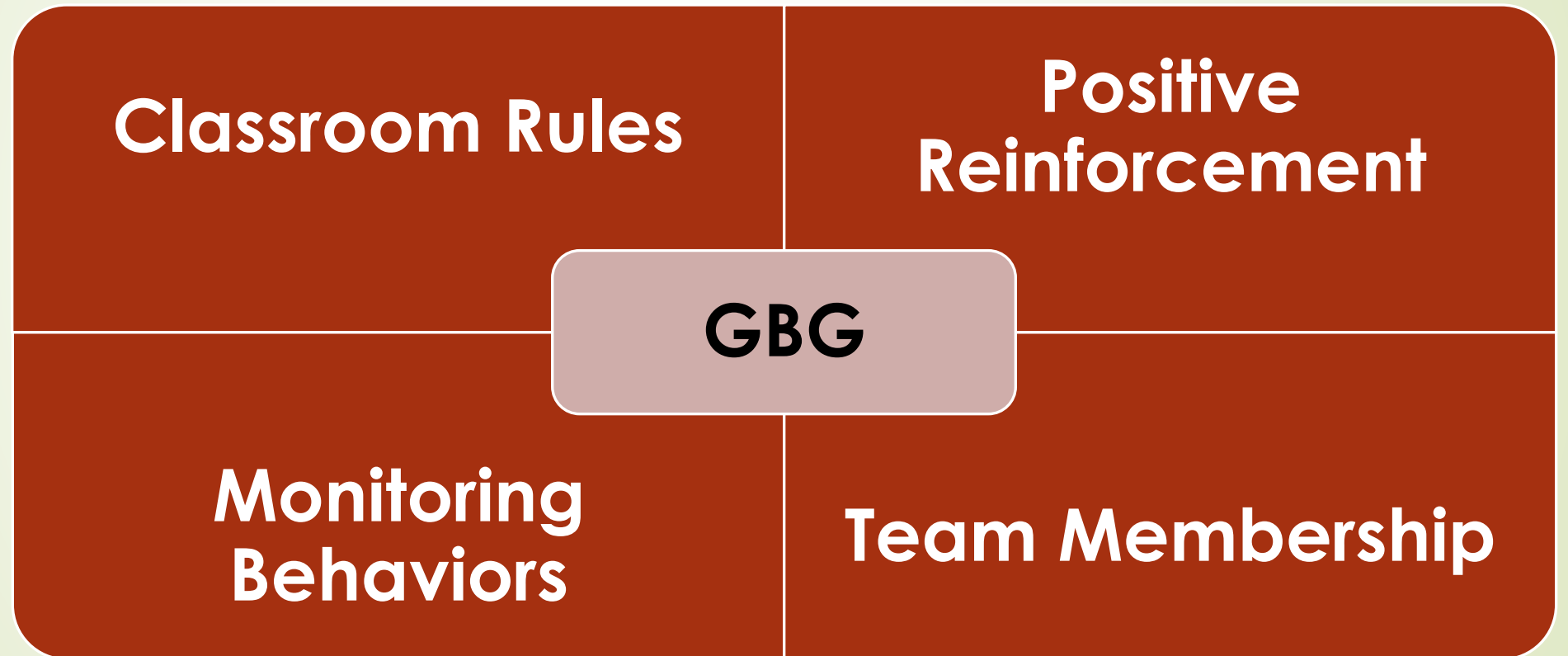
Baltimore – first grade school in 1985

Selected Outcomes at Young Adulthood Age 19 - 21	GBG	Standard Program	Risk Reduction
Antisocial Personality Disorder (Kellam & al, 2008) Males and Females Males highly aggressive and disruptive in first grade	17%	25%	32%
	41%	86%	52%
Juvenile Court and/or Adult Incarceration Record for Violent and Criminal Behavior (Petras & al, 2008) Males highly aggressive and disruptive in first grade	34%	50%	32%
Suicide Attempts (Wilcox & al, 2008) Females	10%	20%	50%
Males	10%	18%	44%

GBG : What is it ?

- An evidence based **classroom management strategy**:
 - That does not infringe on the time dedicated to academic learning
 - That has an immediate impact on school climate
- A strategy that helps to **socialize children in their student role**
 - Greater self-confidence, respect towards the others and the environment
 - Enhanced focus, better commitment, autonomy and cooperation
 - Greater efficiency in the verbalisation of emotions and arguments

GBG : Four Core Elements



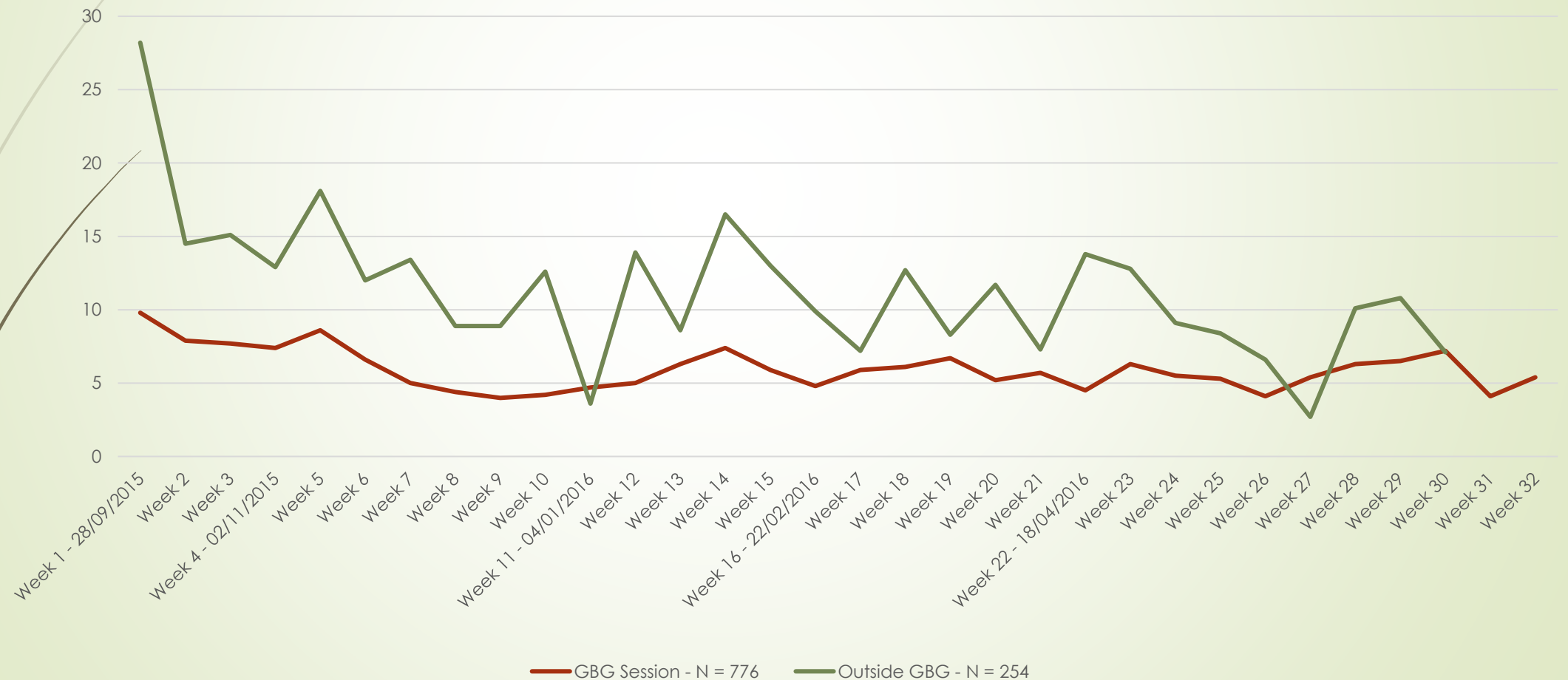
Implementation Process - 2015-2017

- **Implementation in three French schools** (660 pupils, 32 teachers)
 - 2015-2016 : VALBONNE, Garbejaire
 - 2016-2017 : VALLAURIS, Langevin II (REP: « Priority Education Network »)
 - 2016-2017 : NICE, René Arziari (deprived urban area, lack of social diversity)
- **Transfer of skills** from AIR to GRVS aiming at a French autonomy from July 2017
- **Feasibility study**
 - Measuring of the development of disruptive behaviors in the three schools throughout the year (scoreboard reports)
 - Measuring of social adaptation and behavior of the most disruptive children with the TOCA scale (Teacher Observation of Classroom Adaptation)
 - Qualitative study involving all the actors of the program

Impact of the GBG program on school climate.

School of Garbejaire, Valbonne, 280 pupils, 2015-2016

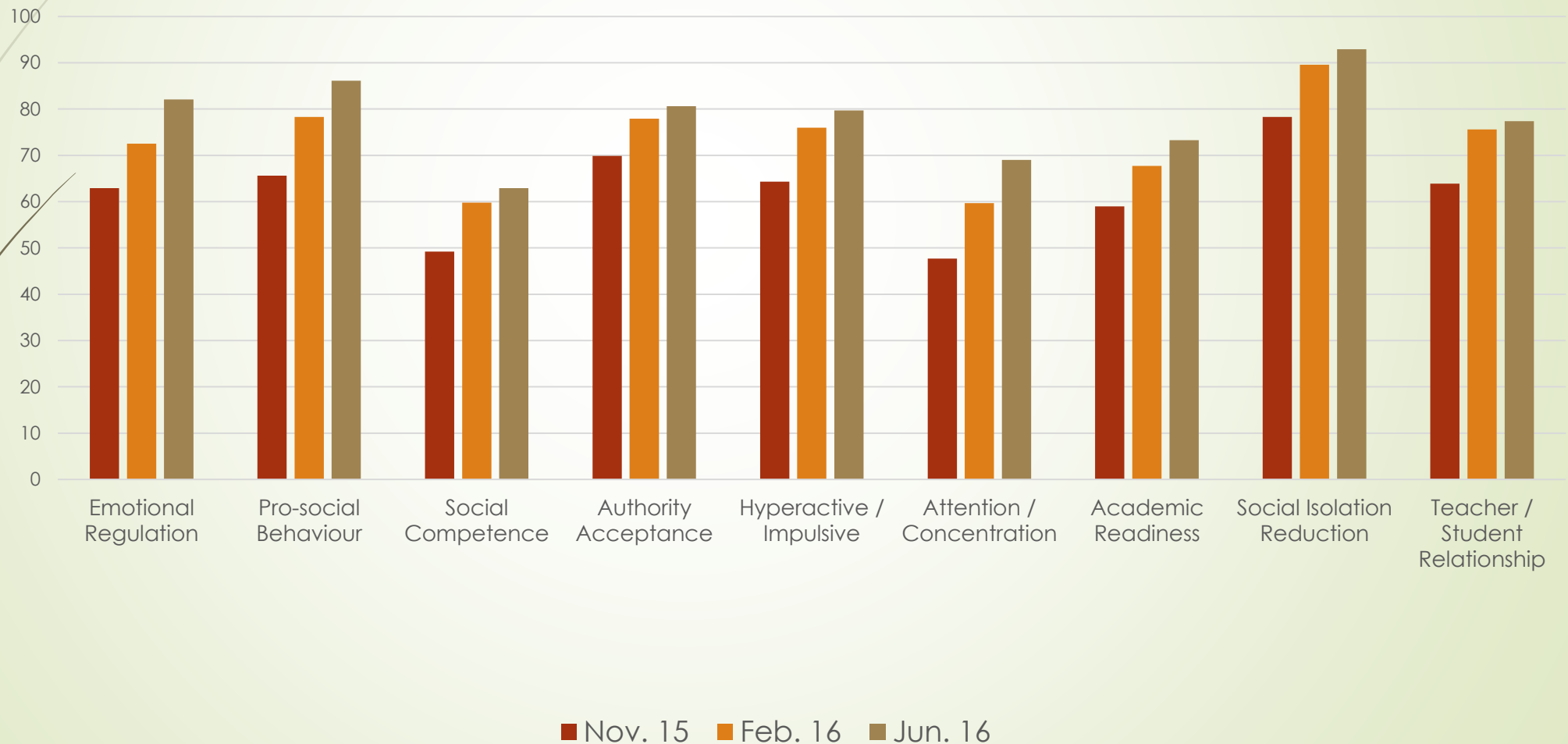
Average number of disruptive behavior per week (1030 sessions)



Impact of the GBG program on the most disruptive pupils

TOCA Scale

School of Garbejaire, Valbonne, 43 pupils, 2015-2016



Some qualitative data from teachers

- ▶ « **Thanks to GBG, I've enjoyed teaching this year more than ever** » Teacher, école de Garbejaire, Valbonne, 2015-2016
- ▶ « **In team work, it's amazing(...) the GBG has enabled much calmer , supportive and forthcoming team assignments** » Teacher, école de Garbejaire, 2015-2016
- ▶ « **Given the new pupils I've had this year, the GBG has saved my year! (...) I save time as I don't waste time with discipline, pupils focus longer and are more efficient** » Teacher, école René Arziari, 2016-2017
- ▶ « **Everybody is really very happy with playing the GBG, everyone is an actor in the game, is aware that the GBG enhances team work, team membership and autonomy, it's striking** » Teacher, école Langevin II, Vallauris, 2016-2017

Conclusion

- GBG program shows that behavioral training in the elementary grades can place students on a more productive course and reduce costs for a wide range of social problems
- GBG could be perceived by French educational authority as an efficient mean to strengthen professional gestures, to achieve its objective of a common set of core skills

- The small scale implementation has been successfully led strictly in accordance with the initial program, while obtaining a large satisfaction among teachers and pupils
- In 2017-2018, experimentation of the transfer of skills in another region, towards local project partners